

THE ADVOCATE INC.

Freedom Of the Press Belongs Only to Those Who Own One

VOL. 1 NO. 6 DEC. 19, 1968

LOWELL, MASS. 10 CENTS

Enrollment Growth Demands New Major Offerings at L.S.C.

The enrollment at Lowell State College is rapidly expanding. The college is becoming a multi-purpose institution. There is the need to provide a new major for students who do not wish to go into teaching but instead wish to fulfill more specialized helping roles in society.

Such needs will be served by the proposed major in behavioral science, which combines the discipline of sociology and psychology. A concentration in this area will enable students to work in jobs providing social and psychological services to others.

In sum, the overall goal of this program is to train people who will have an understanding of the social and psychological determinants of human behavior, and who will have developed skills to aid in the handling of complex social issues. Students will gain knowledge about the structure and organization of society. Hopefully, in the process they will become more intelligent, objective and critical participants in modern life.

The Behavioral Science program is divided into four areas: Anthropology, Sociology, Social and Experimental Psychology, and Personal and Clinical Psychology.

A concentration in this area consists of thirty-nine semester hours (forty-two semester hours for Honors) of course work within the department. These must include the two introductory courses, four courses distributed among the four special areas of the department at the 200 level, and three courses chosen from one of these fields at the 300 level or 400 level. The program is geared to freshmen and sophomores of September 1969.

The following are samples of courses which will be included in the program.

B h v 151-152 An Introduction to the Behavioral Sciences Required of all concentrators, to be taken by the end of the sophomore year. The first semester focuses on the principles of general psychology and the study of personality and behavior. The second semester looks at the social and cultural environment and its effect on behavior. (6 semester hours)

Bh v 302 Field Placement. Required of all B.S. concentrators. This course will include both a supervised placement in two distinct settings, one semester each, as well as course work in the problems of face-to-face professional work in the behavioral sciences. (6 semester hours)

Bh v 221 Introduction to Social Anthropology. Using the

comparative approach to the study of society, this course will examine several distinct cultures as a means to understanding both the universal constants and the variation in human societies.

Bh v 344 Urban Sociology. Drawing upon material from all the social sciences, this course will attempt to bring into sharper focus the dominant phenomenon of the twentieth century America, the rise of the megalopolis.

Bh v 271 An Introduction to Experimental Psychology. This course will examine the nature of experimental research in psychology with both animals and humans on such topics as

learning and motivation. It will focus on both the research problems involved and the theoretical issues being raised by such studies.

Bh v 280 Theories of Personality. A survey of the major theories that have been developed, including psychoanalytic theories of such people as Sullivan, Horney, Rogers and Maslow.

The Department would like an indication of the number of students interested in the program. All interested please submit name to Dr. Shirley Kolack, Head of the Behavioral Science Department.

Party Closed

The Student Government announced last week that no outside students will be allowed to participate in tomorrow's Christmas Party here at State. It was reported that several frats from Tech had intended to attend. However, past "open

parties" have so deteriorated the lounge and caf that restrictions were finally called for. Only students with Lowell State ID's will be admitted and campus police will eject any outsiders who happen to slip in or enter under false pretenses.

Parliamentary Procedures Spark S.G.A. Quorum Controversy

A disputed Student Government meeting was held last Wednesday, December 11. Controversy opened the meeting as no quorum was present. President Battle declared that he, as Chairman, would "recognize the quorum." Richard O'Brien, parliamentarian, informed the President that such a move would be illegal but Battle

ignored O'Brien's appeal. Eileen Moran, Secretary, stated that a quorum of nine was necessary to call the meeting and only eight were present. Nevertheless, a ninth was soon discovered and the assembly proceeded to its business.

Later that day, however, the *Advocate* discovered that it was a quorum of eleven and not nine which was necessary. Several students are reported ready to challenge the issue and attempt to declare last week's meeting "null and void."

The first motion presented to the Council incited immediate opposition. A Constitution was circulated to those present and the Council members were given five minutes to review it. The Constitution called for a union of the eleven State College Student Governments, a union which would be binding.

One faction immediately expressed opposition, not so much to the Constitution, but rather to the fact that no constitution should be voted "on five minutes notice." However, discussion was closed quickly on a motion by Dennis Taff and with hardly any knowledge of its contents or its binding effects, the Council ratified the Constitution and along with it, entered into a union with the State Colleges.

William Tucker then

attempted to reopen the question for further discussion and clarification and was declared out of order. President Battle informed him that no question could be brought up twice in the same day. He was proven wrong, however, as O'Brien, parliamentarian, stated that if one member who voted with the prevailing side changed to the losing side, the question could then be reopened. Such a voting member was discovered and discussion on the Constitution continued. Dennis Taff almost immediately motioned to close the questioned and for the second time in one day the issue was strifed. As of now, the student body still has not yet been notified by the Student Government that it has entered into a union.

Last week's meeting reached an all time low as the *Advocate* counted only 33 participants.

L.S.C. Accredidations Continued and Expanded

At its annual meeting on December 6, 1968 the New England Association of Colleges and Secondary Schools continued the regional accreditation of Lowell State College, Bridgewater State College, and Salem State College for the next three years. The customary period of ten years was shortened for these three colleges to assist them in securing from the Governor and the Legislature needed expansion of libraries and library buildings. The association found that the libraries had not kept pace with the growth of the three colleges. It recognized, however, that both Bridgewater and Salem have already received appropriations to build new libraries, and that Lowell has been given no. 1 priority among all state colleges for the construction of a new Library in fiscal 1970. If the three libraries are not completed by 1972, the regional accreditation of the colleges will be jeopardized. In the past the State Colleges have

been regionally accredited only as "specialized institutions for teacher training." Lowell, Bridgewater, and Salem pioneered this year in seeking and receiving general multi-purpose accreditation from NCATE for their teacher preparation programs. Lowell's national accreditation by NCATE was renewed last year for the next decade.

Lowell has been working toward a new Library-Student Union Building for the past three years. Last Thursday, Dec. 5, 1968, the preliminary plans were completed by the architectural firm of Solomita and Palermo. Final plans must be completed for bids by May 1, 1970. The Governor and the Legislature must vote the necessary funds. Every student at the college should contact his local legislator to vote for this project in the coming session, since construction funds must be appropriated in the coming session if the building is to be finished by 1972.

Sam & Dave Save S.G.A.

Sam & Dave inadvertently saved the Student Government from financial disaster last Sunday by not appearing for a scheduled concert at Lowell Memorial Auditorium. Heavy snow cancelled all flights from New York's airports and even attempts to charter a flight failed. A small audience had been predicted and the S.G.A. would have lost upwards of two thousand dollars had the duo appeared.

Although "Winter Fling" flung, part two at the Speare House was nevertheless held. It was called "Christmas in Camelot." The failure of the Winter episode enhances the possibilities of a successful Spring Week-end. To achieve this however, a popular group with the ability to attract crowds will have to be contracted.

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Electives Offered Second Semester 1969

BLOCK I MWF 9

HI 263	National Period	Bergeron	131
GO 325	Govts. of S.E. Asia	Pho Ba Hai	132
MA 202	Math Analysis II	Andrusaitis	3213
AR 232	Design II	Griffith	142A
EN 381	Tragedy	Friedman	133
MA 101	Gen. Math	Malone	324

BLOCK II MWF 10

Classical Civ.	Hardy	132
Can-Am Geography	Sokolik	121
Design I	Panas	142A

BLOCK III MWF 11

HI 242	Lat Am Hist	Luter	327
AR	Photography I	Faudie	141
AR	Design I	Panas	142A
MA	College Trig	Malone	326

BLOCK IV MWF 12

HI 485	Ideology	Goler	114
HI 463	Amer Frontier	Bonkowski	115
EN 232	Eng Lit II		3211, 3213 329, 3217
FR 192	French	Garreau	323
FR 252	French	Vila	327
AR 211	Design I	Plummer	142A
EN 382	Comedy	Boulukos	133
EN 411	Chaucer	McLaughlin	132
EN 151	Continental Fiction	Haber	131
SO	Contemp. Soc. Prob.	Kolack	134
	Pre-reg. SO 201		

BLOCK V MWF 1

PH 201	Intro to Phil	Lyons	131
FR 402	French Lit	Mills	3217
FR 102	French	Garff	329
MA 303	Statistics I	Gendler	323
HI	Eur Intell Hist	Swartz	133

BLOCK VI MWF 2

HI 365	Nation Divided	Norton	114
HI 264	Representative Amer	Bergeron	131
FR 102	French	Vila	323
FR 207	French	Garreau	327
FR 204	French	Mills	329
FR 202	French	Garff	3213
SP 102	Spanish	Hayward	3214
SP 102	Spanish	Simon	3215
GE 102	German	Smith	3217
GE 102	German	Weisberg	124
AR 251	Painting II	Plummer	142B
EN 414	Shakespeare II	Burto	322
EN 358	American Novel	Haber	125

BLOCK VII MWF 3

PH 303	Descartes TP Kant	Lyons	131
	Great Books	Bentas	132
GO B20	Comp Mod Govts	Denning	112
FR 202	French	Mills	324
FR 202	French	Vila	325
FR 204	French	Garreau	326
FR 202	French	Garff	326
SP 202	Spanish	Simon	115
IT 102	Italian	Procopio	329
GE 202	German	Smith	323
EN 427	Dickens, Forster, Waugh	Stein	133
HI 384	Afro-Am Hist	Bakken	113
HI	Am For Policy	Goler	114

MAKE AMERICA A BETTER PLACE.

LEAVE THE COUNTRY.

Lyndon Johnson, Hubert Humphrey, Richard Nixon, Spiro Agnew, Richard Daley, Ronald Reagan, J. Edgar Hoover, William F. Buckley Jr., Lawrence O'Brien, Clark Clifford, Barry Goldwater, George Wallace, Cardinal O'Boyle, Albert Shanker, Curtis LeMay, Al Capp, George Romney, Edward Brooke, Dow Chemical, Stewart Alsop, S. I. Hayakawa, Duke, Hearst Newspapers, Daniel

Elective Schedule

Ph. 201 INTRODUCTION TO PHILOSOPHY

A survey of the basic problems of philosophy and the alternative solutions as represented in the thought of the more significant western philosophers.

Mr. Lyons 3 Semester Hours

Ph. 303 MODERN PHILOSOPHY FROM DESCARTES TO KANT

An historical analysis of the major philosophers of the seventeenth and eighteenth century with an emphasis on selections from Hobbes, Descartes, Spinoza, Locke, Leibniz, Berkeley, Hume, and Kant.

Mr. Lyons 3 Semester Hours

Ph. 402 RATIONALISM AND EMPIRICISM IN POLITICAL THEORY

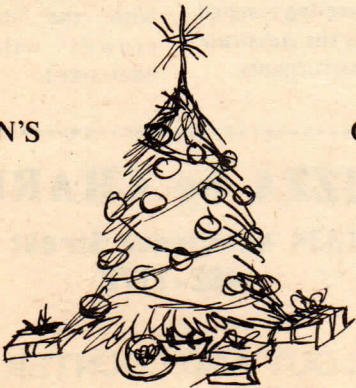
Revolutionary and conservative tendencies in the history of political philosophy will be compared and their development traced. Plato, Aristotle, Hobbes, Locke, Rousseau, Hegel, Marx, Lenin, and Burke will be considered.

Mr. Smith 3 Semester Hours

THERE ARE NO
PREREQUISITES
FOR THESE COURSES
(please turn to page 3)

SEASON'S

GREETINGS



-The Senior Class-

Pegasus
the literary magazine
of Lowell State College
wishes you...
would submit to
its next issue
and
Season's Greetings

Santa Really Puts
On A Good Act!

MERRY CHRISTMAS

((The Drama Club)))

Choir Concert

On Monday evening at 7:15 at St. Rita's Church, a 90-voice choir of music students will present a program in an ecumenical Christmas concert to celebrate the Feast of Light. The choir will be conducted by Robert White, assistant professor in the Department of Music at Lowell State College. Rev. Paul T. Walsh, Newman Chaplain at LSC and Rev. Mr. Donald Rahelich, Iona Chaplain, will also participate in the program.

First Orchestra Concert

On Tuesday evening the Lowell State Symphony Orchestra, directed by Dr. Artin Arslanian, will be making its premier appearance in the Little Theater. The symphony orchestra was organized by Dr. Arslanian who, this past September, joined the faculty of Lowell State College as professor of music. Formerly associate professor of Music Theory at the School of Fine and Applied Arts of Boston University, Dr. Arslanian was the conductor of the Greater Boston Youth Symphony Orchestra, which is made up of teen-aged musicians from Boston area secondary schools.

Dr. Arslanian took his Bachelor of Music degree from Boston University in 1948, and was awarded his Master of Arts and Doctor of Philosophy degrees from the University's Graduate School. He has been active as conductor of bands and orchestras for All-State high school festivals, and in the preparation of ensembles at Boston University. In the summer months he teaches at Tanglewood, the summer home of the Boston Symphony Orchestra. He plays the double bass and piano, and is the composer of numerous instrumental and vocal works.

All College Choir

On Wednesday afternoon the All College Choir, directed by Dr. Edward Gilday will perform an open rehearsal of Handel's Messiah in the Little Theater. Dr. Gilday, chairman of the Division of Fine Arts at Lowell State College, was for twelve years director of the Handel Haydn Society, and is a frequent guest conductor of choral compositions and is a contributor of many articles to various professional music journals.

Student soloists for the Messiah are: John Sutherland, Robert Reinhausen, Joanna Domenico, Alice Veloze, Laurie Upham, Nancy Greenan, Sharon Mace, Brian O'Connell, Susan Lindley, and Adrith Pihl. Accompanists are Susan Larson and Ellen Parent.

Original Compositions

An interesting program of original compositions by students and faculty of Lowell State College will highlight the annual Graduate School Christmas gathering to be held on Thursday evening, December 19. This program will include: Symmetrical Waltz and Miniature Suite, by Roger Whittlesay, Quintet for oboe, clarinet, two horns and cello by Francesco Esile, A Study in Seconds by Eugene Bakinowski, A Bucolic Frolic by Charles Santagati, Two Movements for Piano by Ruth Allen, Two Miniatures and a piece for a brass choir by Raymond Gaumont, Music for seven brass and percussion by Ricard Hammett, Two pieces for brass and percussion and a piano piece by Louis Mannelta, and Waltz for Solo Piano and Introduction, Chorale and Chaconne by Calvin Lindblad.

Christmas Concert

Following the program of original compositions on Thursday evening, there will be a Christmas concert in the Little Theater by choral groups of the Department of Music. One laboratory chorus directed by Dr. Domenic Procopio, and a second laboratory chorus directed by Assistant Professor Robert White occupy the first part of the program. Accompanists are students Jeanne Barry, Nancy Urquhart, Judith Rainville, and Ellen Parent.

After intermission, the Concert Choir, under the direction of Dr. Gilday, will sing the Magnificat by Claudio Monteverdi.

Students at Fort Devens Hospital

The Volunteer Students Organization (VSO) of Lowell State College will give a party for patients at the Fort Devens Hospital on Monday evening. A dance for ambulatory patients will be held in the hospital lounge. According to VSO Chairman Paul Bailey, two dollies, one holding a rock and roll band, and another 12 mini-skirted girls in reindeer costumes, will be rolled into 4 different wards of the hospital to entertain bed-ridden patients. Santa Cla Paul Marcelli will distribute gifts.



S.G.A.

Would Like To Wish All

A VERY
MERRY CHRISTMAS

Lowell State Musicians Journey to Washington

On January 30, 1969, the Wind Ensemble will be joined by the Lowell State Concert Choir for a journey to Washington, D.C. to present a concert for the Eastern Division Conference of the American Choral Directors' Association and the Music Educators' National Conference. Selected from concert organizations across the eastern United States, these two performing groups will represent L.S.C. by performing a special program of music for chorus and band, including works by Holst, Persichetti, and Orff, conducted by Willis Traphagan and Edward Gilday, conductors of the Wind Ensemble and Concert Choir, respectively. The purpose of this program will be to illustrate the variety of music available for combined wind ensemble and chorus, ranging from the junior high school to the professional level. On January 27, 1969 this program will be performed here at Lowell State in the Little Theater at 8:30 p.m.

Following this combined concert, the Wind Ensemble will perform an additional concert at the Music Educators' Conference on January 31, 1969, under the direction of Mr. Traphagan. This program will incorporate some of the best music recently composed for band, and at least two of the composers will be present to hear their music performed. The audience will include music educators from all parts of the eastern United States.

Plans are now being made for the Wind Ensemble's Annual Concert Tour which will take place from January 22-26, 1969. This year the Wind Ensemble will travel to Maynard, Mass., Somerset, Mass., Kingston, R.I.,

and Cranston, R.I. bringing concerts to high school and adult audiences. During these tours the Wind Ensemble performs some two to four concerts per day and in addition gives several instrumental clinics for high school bandmen. These instrumental clinics consist of the first chair player of each section giving instruction on his instrument. The Annual Concert Tour is sponsored by the Music Educators' National Conference chapter at Lowell State through the Student Government Association.

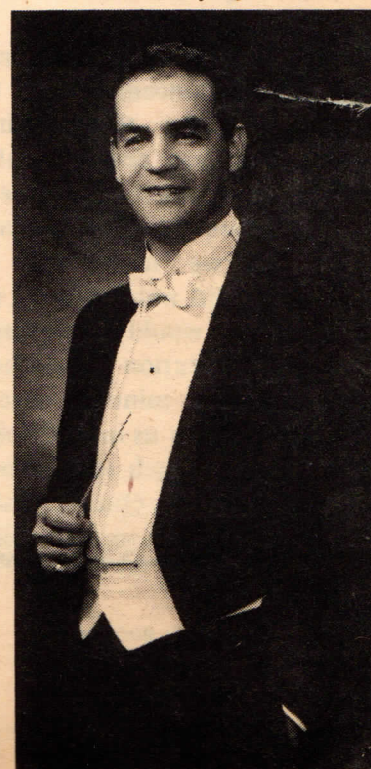
The Wind Ensemble is dedicated to the study and performance of high quality literature for band. Use of the term "Wind Ensemble" rather than "Concert Band" is reflective of one of the significant guiding principles of the group indicating an ensemble where little doubling of instruments occurs. This concept relies on the individual excellence of each player, for in most instances the player's specific part is not doubled by someone else playing the instrument. The resultant sound is much lighter than that of a 60 or 80 member band, and offers a considerable degree of flexibility in texture and in the repertoire available. All repertoire performed by the Wind Ensemble is carefully selected to provide a desirable balance among solid contemporary works, more traditional "classics" in the band field and high quality selections of a lighter nature.

Mr. Willis Traphagan, conductor of the Wind Ensemble, also serves as Assistant Chairman of the Division of Fine Arts at Lowell

State. He earned his degrees in music from Ithaca College and Boston University and is presently involved in doctoral work at Boston University. He is assisted in conducting the Wind Ensemble by Mr. Thomas Elliot, former Director of Instrumental Music for the Springfield, Vermont public school system.

Mr. Traphagan has planned two concerts to be performed at the college during the spring semester of 1969 and they will also be doing several concerts in the Greater Boston area.

Willis Traphagan



AR. 260

Photography I

Faudie

An introduction to photography with an emphasis on photographic composition and pictorial elements. Basic darkroom techniques of black and white photography will be covered. Students will have to supply their own camera; registration is limited to 15.

AR. 270

Basic Drawing

Pinardi

A foundation course in experimental techniques and the fundamentals of graphic expression using a variety of media. Because drawing and its application to the realm of ideas is basic to every form of art, a wide range of assignments are used to develop expression on an individual basis. (limit 20)

AR. 280

Sculpture

Pinardi

A course in three dimensional expression using a variety of sculptural materials which will develop an understanding of the concepts of space and form as applied to personal expression in the plastic arts. (Course limited to 15)

Biology Electives

Developmental Biology

Biology 326 Mr. Protapapas

A thorough investigation into the principles underlying development is undertaken. Phases of ontogenetic development — gametogenesis, fertilization, cleavage, gastrulation, organogenesis—are discussed in detail. The genetic basis of cellular differentiation is then studied. Prerequisite: Biology 226.

(please turn to page 6)

Electives

(continued from page 2)

Art Electives

AR. 211 Griffith, Plummer,
Basic Design I Panas

An integrated study of two and three-dimensional design principles and how they articulate structure, space, and form. The development of visual ideas that relate to painting, sculpture, graphic arts and architecture. (limit 20)

AR. 315

Basic Design II

Griffith

Students showing a high proficiency in design are given increased freedom to expand their creative expressions. (limit 20)

AR. 223

Jewelry Design

Plummer

A practical application of design. Jewelry making using copper enameling, paper mache and wood and silver. Open to all students, but Design I recommended for preparation. (limit 20)

AR. 241

Graphics I

Swartz,

Griffith

An introduction to the methods of linoleum and wood block cutting. The approach is creative rather than directed, emphasizing experimentation and exploration in many areas of printmaking. (limit 20)

AR. 251

Painting I

Plummer,

Weller

Oil painting and related media are taught as a vehicle for serious creative expression. The student is encouraged to explore subjects, styles, and techniques that are of interest to him. Instruction is directed to the individual needs of each student. (limit 20)

AR. 311

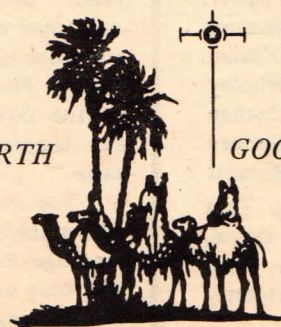
Painting II

Plummer

Students showing a high proficiency in design are given increased freedom to expand their creative expressions. (limit 20)

PEACE ON EARTH

GOOD WILL TO MEN



— M.R.A. —

Editorial

Last week's Student Government proceedings left much to be desired. It proved beyond a shadow of a doubt that until the publication of today's *Advocate*, the fact that Lowell's Student Government had entered into a union with other State Colleges was unknown to all except those who attended last Wednesday's meeting.

We would like to discuss three disturbing aspects of this union. While we agree that the substance and form of the Constitution and the union are good and much needed to protect and project student's rights, we question the necessity to one, railroad the issue through the council in less than fifteen minutes; two, that no announcement was made to the student body that their organ of government was entering into a binding union — one which cannot be severed now or by future Student Governments; and third, as we mentioned above, why individuals did not question such a move.

First, we would like to begin by stating that no constitution should be voted upon after only five minutes review, especially one which binds us indefinitely. Discussion of an issue of such importance should be lengthy and deep. Questions should arise as to its effects, its responsibilities and its

privileges. Twice a motion was made to stifle discussion. We only ask Why? Were the advocates of the Constitution attempting to hide something? Why was the issue railroaded?

Secondly, it has been eight days since the Constitution was passed and still we have no announcement from the Student Government to the student body. Again we question the issue. Why has not the Public Relations Chairman fulfilled his responsibilities? Again, is there anything which must be hidden?

And thirdly, most importantly, why did the voting members of the Council abstain from discussing the issue? They certainly *should* not be labeled "rubber stamps" for they have expressed loudly their opinions on other issues. Was this issue so unimportant? We find it hard to accept facts condemning the ability of the Council to govern; however, it is evident that they did not exert this authority to govern last Wednesday. Only the students can now judge past actions. But they can only judge after being informed. It is not the duty of the *Advocate* to inform them but rather the duty of the Public Relations Chairman.

R.B.

Letters

Recently while goofing off at my part time job in the mailroom of the North Pole, I ran across the following unsigned letter. Santa thought it might be worth printing.

Dear Santa,

Considering all the people who have been after me and trying to force me into making mistakes, I believe I have been a pretty good guy this year, and am deserving of special consideration on the night you make your annual trip. Some people have referred to you as a "speed freak", but I won't have a word of it.

I am but a lowly small college president and I do my best not to upset or bother anyone. Last year you were kind enough to provide me with a nice complacent student body, one that never wanted such things as student's rights or ever questioned a superior's ethics or integrity. I am not getting any younger and another passive student body would be marvelous for my nerves. Also in the same vein, how about a conservative, or even a mild

liberal, to run our school paper? Last year I got stuck with one of those bearded-wonder radical editors who believe in trying to make people aware that they are being screwed. Why can't things be returned to when the only persons aware of anyone being screwed were the screwers and not the screwees.

My faculty could use a little help too. I definitely could use a few more classic, sensitive teachers in the mold of the head of our Student Should Know His Place Department. Please, I beg you not to send me any more foul-mouthed English teachers. Cafeteria language belongs in the cafeteria and not the classroom.

That is all I want. I hope it isn't too much to ask for as I tried to keep everything down to a minimum.

P.S. If anything I have said displeases you, I will gladly deny having ever said it.

Larry Doyle

Dear Editor,

In the last issue of the *Advocate* (December 12, 1968) there appeared an Editorial

entitled "What's Your Opinion", commenting on the anti-censorship issue. This previous issue had depicted the drawing of a nude.

In this editorial in question, you stated that "because of the board's decision to go ahead with the printing of this issue and front page drawing, the *Advocate's* Managing Editor, News Editor, and Art Editor resigned." This seems to put us into a class of "prudish youngsters". We did not consider this drawing obscene, nor did we consider it artistic. We feel that the editor of the *Advocate* knows the real reason for our resignations, one which does not originate with just the anti-censorship issue itself.

Bill Tucker

Ingrid Shadan

Somewhere Things Are Rosy

PUTNEY, Vt. (CPS)—At least one student paper came out ahead this week in the fight to print what it thinks it should print.

The *Lion's Roar* at Windham College received a written apology and offer of amends from the second printer it lost this fall over alleged "obscenity." Hurd Offset Printing, of Springfield, Vt., in a letter to the paper's managing editor, said their action was a "clumsy method of trying to clean up the objectionable parts."

The printers had originally refused to print a two-page insert for the paper which contained experimental literature from one of the college's English classes. They charged in a letter to the college's president that the supplement was "in poor taste."

The company promised not to quibble any more over language or content. They even said they would not use asterisks or dashes except where indicated by the paper's staff.

Student Power Slowdown

by Roger Rapoport

(CPS)—Fall 1968 has not been a good season for the student movement. Student militants have come out on the short end at the three major campus confrontations to date — Berkeley, NYU and San Francisco State.

At Berkeley the Regents finally let Black Panther leader and author Eldridge Cleaver give his lectures for Social Analysis 139X, but without credit. When students sat-in to protest the denial of credit, chancellor Roger Heyns suspended 72 of them. Cleaver, meanwhile, didn't get to deliver his last three lectures; his parole was cancelled and he disappeared (at this writing he still hasn't been found).

New York University summarily dismissed John Hatchett, black head of the Martin Luther King Center, after the *New York Times* drummed up allegedly anti-semitic remarks. An attempted student strike failed miserably when black and white militants couldn't get together at the commuter school.

At San Francisco State College, Chancellor Glen Dumke fired English professor and Black Panther George Murray over the protests of everyone, including Campus President Robert Smith who was forced to resign last week. He was replaced by semanticist S. I. Hayakawa who thinks more police action is necessary on campus.

It's best to look at these defeats in historical context. For the first time since the student movement lifted off eight years ago, no off-campus issue is clearly in focus. Student involvement started with the civil-rights movement in the early 1960's. It was relatively easy to organize student militants against racist brutality in the south. Similarly the move to ban the bomb and abolish the neo-fascist House Un-American Activities Committee were solid causes.

The war in Vietnam naturally created a peace movement. Student protests were crucial in starting the wave of sentiment that led to the Paris peace talks and the bombing halt. But now that the anti-war movement has subsided and the Presidential elections are over, it is only natural that students should turn back to campus issues: an Afro-American study center at NYU, special black curriculum at Berkeley, or the right of an outspoken black militant to teach at SF State.

So far, though, events at these three schools suggest that campus issues are far trickier to organize around than peace, civil rights or politics. For one thing, they are subtler. Televised American burning of peasant villages in Vietnam or the clubbing of black marchers in Selma creates instant militants ready to do what is necessary to bring peace and curb racism. But winning academic credit for 200 Berkeley students enrolled in Social Analysis 139X is not nearly as emotional a cause, and it touches fewer students.

Even when students are agitated, at NYU, organization is difficult. During the crisis over Hatchett the black militants naturally felt they should run the strike around "their issue." Whites who wanted to get involved were cut off into a second leadership — thus halting

the radical base and rendering the strike impotent. It was easier when the cause was "inter-racial" — like peace in Vietnam.

More important, even when the cause and radical base exist, there are serious problems. The radicals at San Francisco State had both the faculty and the administration behind them in their protest against the firing of George Murray. But there are few burning issues in California right now. Governor Reagan wants to stay in the national limelight. He is more than willing to bring in the National Guard to crush the radicals. Clearly Attorney General Ramsey Clark is not going to intervene here to protect the freedom of the campus (the right of Murray to teach among other things) as Bobby Kennedy did at Alabama.

Of course things aren't glum everywhere. The Columbia radicals have won a number of their demands from last spring. President Grayson Kirk is out (although this isn't much of a change since no one saw him anyway in the old days). The school has loosened its ties with the Institute for Defense Analysis, and broken off two war research labs, stopped the controversial gym in Morningside Park, slowed expansion in the ghetto and begun some curricular reform.

Clearly Columbia has been doing a bit better than NYU, Columbia or SF State. In part this can be explained by the fact that radicals stick largely with off-campus issues such as IDA, slum removal, and to some extent the gym. For increasingly the campus boundary is becoming the dividing line between success and failure. At Michigan the administration gleefully bailed out several hundred students protesting a cut-off of welfare checks. But when 72 students sat-in at Berkeley to protest the denial of credit for 139X, Chancellor Heyns thanked them for their concern about the academic process by suspending them.

The universities are getting increasingly edgy as students turn away from nice off-campus issues (like peace and civil rights) to attack the roots of racism and militarism in the schools themselves. This is war — tackling the very foundation of the educational establishment.

The administration will justify head-crackings, arrests and suspensions on the ground that the university must be kept intact so its expertise can be used to heal a sick society. The students, of course, counter that the university itself is actually a leper that must cure itself first lest it continues to spread the plague.

Since the universities have police, national guard and political establishment at their side, it appears they won't take their medicine. Meaningful campus reform will become tougher.

Indeed it is that great tongue depressor California Superintendent of Public Instruction Max Rafferty (whom voters won't send to the Senate but will trust with their kids) sounding the sorry epitaph for a gloomy fall: "I can assure you that if I was president of one of these colleges we'd have a lot fewer students, a lot fewer professors and a lot more order."

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News Editor Linda Hess
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Learning to Live With Genocide

by Richard Anthony
College Press Service

The news media, after giving the Nigerian war some attention during the summer and early fall, have by now more or less let the matter drop. The stories that do turn up tend to be about minor military encounters or the latest estimates of the number of Biafrans starving each week. Gone are the multi-page, color photo spreads that brought home to Americans what starving children really look like.

Among politicians interest in the Nigerian war, never very high, seems to have fallen to a new low. Even those thought of as enlightened aren't talking about it anymore. Neither Nixon nor Humphrey so much as raised the subject of Biafra during the campaign. Of other major political figures only Ted Kennedy, who made a fine speech about the plight of the Biafrans in September and has made a study of the refugee problem created by the war, has tried to keep the issue alive. Recently he sent letters to Nixon and Johnson urging them to assist relief operations in Biafra.

It would be nice to suppose that the indifference of politicians and news merchants is a reflection of their callousness and corruption, but that is clearly not the case. The fact is that most Americans just plain don't give a shit about what's happening to the Biafrans. As it is, the small minority of Americans who care very deeply about the Biafrans find themselves unable to have any influence on U.S. policy because their numbers are so few.

The war, however, continues unabated and, in fact, shows every prospect of grinding on until there have been massive new waves of starvation in Biafra. Very likely it will end when the will of the Biafrans has been so broken by the lack of food that those who are still alive will be physically incapable of fighting.

This may be the probable outcome of the war, but opinions vary about what a desirable outcome would be. One opinion is

that the sooner the Nigerian federal government achieves a victory, the better. This position is the one held, for example, by African specialists in the U.S. State Department. In the absence of a Nigerian victory, these officials say, they can't recommend U.S. assistance for the Biafrans unless they get the approval of the Nigerian government in Lagos.

Such approval is about as likely as the Kingdom of God on earth, as the State Department people well know. They're committed, however, to the concept of a unified Nigeria, and apparently aren't willing to permit the reality of mass starvations in Biafra to interfere with that particular illusion.

The government did recently set up a special task force, headed by Under Secretary of State Nicholas Katzenbach, to deal with the Biafran problem. This is important, especially since it may make Biafra the subject of public discussion again. Preliminary reports about the task force, though, indicate that it won't be doing anything to relieve the suffering in Biafra until there has been a Nigerian victory. In other words, the task force is a way of making the government appear to be concerned without its having to take the steps that must be taken immediately if the Biafrans are to have any chance of survival.

Unlike State Department officials, though, there are many people whose first and only major concern in the war is that the Biafrans be saved, yet who agree with the Department on the need for a Nigerian victory. These people are sincere, but they're avoiding the one unavoidable conclusion about the war that the Biafrans have decided to fight on as long as they can.

They believe that the Nigerian government intends to kill their race off. Legalists may find some reward in trying to determine whether the Nigerian policy fits the legal definition of genocide. For the rest of us, it is more

realistic to try to understand why the Biafrans feel the way they do.

Some of the reasons for their determination are rooted in the ancient hostility between the Ibos—the majority people of Biafra—and the Hausa and Fulani peoples of northern Nigeria. The strength of these ancient hostilities can't be easily gauged by Westerners. Others, though, are of more recent origin and these are readily comprehensible.

In late September 1966, a massacre of Ibos began in northern Nigeria. It came in the wake of a military coup that put Northern officers in power, and was inspired by Northern leaders, who played on the non-Ibo populace's envy of the Ibos' success in government, business and the professions. When it ended in October, an estimated 30,000 Ibos had been slaughtered, and a mass exodus of the surviving Ibos to the Eastern region—now Biafra—was underway.

That massacre is one source of the Biafrans' determination; another is their belief that the Nigerian forces make a practice of executing male Ibo captives.

There have been persistent reports of such executions. These reports have received little notice in the American press, largely because it's very hard to document them—reporters are usually excluded from battle zones. Evidence is not entirely lacking, however.

In an article in the September 12 issue of the New York Times Magazine Lloyd Garrison, one of the reporters who has covered the war for the Times, said there is evidence that captive Ibo males had been slaughtered in Nigerian assaults on 10 different cities in Biafra. He named the 10 towns, and reported that the death toll resulting from the mass executions had been in the thousands.

A Roman Catholic priest who worked in the Biafran town of Asaba says that 800 Ibos had been executed after Asaba was captured by Nigerians. He said the

PEACE ON EARTH, GOOD WILL
TOWARDS MEN??



Ibos were ordered to dig the trenches where they were to be buried. Then the Nigerian forces opened fire and killed their captives.

Finally there is the matter of the blockade. At the outset of the war in July 1967 the Nigerian government claimed that a "swift, surgical" military operation would force the Biafrans to capitulate in short order. Almost a year and a half later the Nigerians, aided by generous infusions of military supplies from England, Egypt and the Soviet Union, have managed to reduce the territory held by the Biafrans to about one-tenth what it was at the start of the war, but they haven't been able to win the war. As a result the blockade has become the central element in their assault.

Until recently the Biafrans suffered mainly from a shortage of protein foods. This meant that the heaviest toll in lives was exacted among very young children, who have an especially great need for protein.

These facts about the Biafran situation, of course, can't convey the torture that each individual victim of starvation suffers before the end, or the fear that is the constant lot of the Biafrans who have survived until now. They do, however, make certain conclusions possible.

First, genocide is being committed in Biafra. There may be no way to prove this legally,

but the facts are plain enough to permit us to use this word. One million Biafrans—mostly Ibos—have died of other than natural causes. Most of them have not been soldiers, or at least have been non-combatants at the time of death. They are victims of genocide.

Second, the Nigerian leadership is clearly implicated in this crime, but responsibility for it extends well beyond the boundaries of Nigeria, and indeed of Africa itself. Among Western governments, there have been two primary responses to the Biafra situation: some governments have supplied arms; the rest have done virtually nothing. Under the circumstances both responses are criminal. When the crime is genocide everyone is implicated to some extent, except for the victims themselves.

Beyond that, what is needed now is action rather than recrimination. Some of the Biafrans can be saved, but not without massive infusions of food and medical supplies. The U.S. Government, for one, is in a position to provide these necessities, but it won't do so unless Americans can exert strong pressure for such action. Putting pressure on the Government is not an easy task, as peace groups have discovered over the years, but it now appears to be the only way concerned Americans can try to save the Biafrans.



Electives

Frontiers of Modern Science Mr. Hinckley
Mr. Protopapas
A survey course which will deal with some of the basic principles and ideas of modern science with an emphasis on the field of biology. The format of the course will be lecture-discussion. The student will make a sizable contribution to the course based on his extensive outside readings.

Not open to biology or elementary education majors. First preference to senior music majors.

Elements of Evolution Biology 214

Dr. Lee
Begins with a historical review and a survey of evidences of evolution contributed by various branches of science and its philosophical aspects.

Behavioral and ecological considerations will be emphasized to discuss the roles of adaptation and natural selection in the origin of life and processes of evolution.

The course concludes with the study of human evolution.

English Electives

James Joyce Mr. Gerst
A critical study of selected works of James Joyce. Included for discussion are *The Dubliners*, *A Portrait of the Artist as a Young Man*, *Ulysses*, *Exiles*, and some of the poetry.

Continental Fiction
In Translation Mr. Hsber
Reading and discussion of stories and novels by such authors as Tolstoy, Dostoyevsky, Flaubert, Stendhal, Proust, Gide, Mann, Kafka, Malraux, and Camus. Heavy reading list.

Stagecraft Mr. Kansanniva
A functional approach to the study of theater arts. Participation in such workshop activity as scenery designing, building, painting, and lighting translates theory into practice.

Literature of the Victorian Period Mr. Layden
A critical and historical study of the major writers of the Victorian Period in England. Both poetry and prose writers are considered from Tennyson and Carlyle to the early Yeats and Pater.

Chaucer Mr. McLaughlin
An intensive reading of selected works, approximately in chronological order, beginning with *The Boke of the Duchess* and ending with *The Tales of Canterbury*. Prerequisite En: 221 (History and Development of the English Language).

Short Story Writing Mr. Zaitchik
Practice in the writing of short fiction: analysis of professional writing and professional fictionists. Enrollment limited. Those seeking admittance to the course must submit a sample of their writing to Dr. Zaitchik. Please see professor before the start of Christmas vacation.

Comedy Mr. Boulukos
A study of comic theory and drama from Aristophanes to Ionesco. The approach to comedy will be from the point of archetypal criticism. The area covered will include Greek, Roman, Shakespearean and some Twentieth Century works. No prerequisite.

Tragedy Mr. Friedman
A survey of tragic literature in its varied dramatic forms from Sophocles to Beckett and Pinter, with emphasis on tragic comedy from Chekhov to O'Casey.

Shakespeare II Mr. Burto
Interpretation is made of a selected number of plays not studied in Shakespeare I including *The Tempest*, and *King Lear*.

Dickens, Forster, and Waugh Mr. Stein
Discussion of the novelists' social and political views and of such elements of the novelists' art as point of view, symbolism, characterization, plot and tone. The novels to be read include *Oliver Twist*, *Bleak House*, *Great Expectations*, *Hard Times*, *Our Mutual Friend*, *Howard's End*, *A Passage to India*, *Decline and Fall*, *A Handful of Dust*.

Sociology Electives

Contemporary Social Problems Dr. Kolack
Pressing issues such as minority group tensions, urban blight, poverty, crime, drug usage and alienated youth movements will be analyzed and discussed. Situational and structural factors that give rise to deviant behavior patterns will be probed. Strategies of social change will be considered and evaluated. Students in teams of two will have the opportunity to probe in depth, the study of a particular social problem. Part of their time will be devoted to interviewing and working in the community with people involved in solving these issues. Prerequisite SO. 201.

Foreign Language

French Garreau
Continuation of French I.

French Mrs. Vila
Continuation of French Conversation and Composition.

French Lit. Mrs. Mills
A study of the great romantic novelists of France in the nineteenth century; Chateaubriand, Sand, Hugo Stendahl, Flaubert, etc.

French Mr. Garff
Continuation of Elementary French I.

French Mrs. Vila
Continuation of Elementary French I.

Intermediate French II Conversation Mrs. Mills
Continuation of French I.

Intermediate French II Reading Mr. Garff
Continuation of French I.

Spanish Mrs. Simon
Continuation of Spanish I.

German Mr. Smith
Continuation of German 101.

Great Books of Greece and Rome II Mr. Bentas
A study in the meaning and importance of the Roman Pagan masterpieces, which are read in the best translations.

Basic Greek II Mr. Bentas
Continuation of Greek 151 with an introduction to readings in contemporary Greek literature both prose and poetry. A good foundation or advanced study in modern or classical Greek. Prerequisite: Gk. 151 or equivalent with permission of instructor.

History Electives

The National Period Mr. Bergeron
A study of crucial period during which Americans united to form a more perfect union. Special emphasis on the origins of Jeffersonian and Jacksonian democracy and their social content, reform movements and the origin of abolitionism.

Ideology and World Affairs Miss Goler
An examination of the ideologies of the twentieth century; nationalism, fascism, communism, and their conflicts with liberal democracy.

The American Frontier Mrs. Bonkowsky
Readings and discussion of the history of the American Frontier and the place of the frontier in American society and thought.

The Nation Divided: United States in Mid-Nineteenth Century Mr. Norton
An examination of those factors which led up to the Civil War, the conflict itself, and ante-bellum America. Prerequisite HI 26w (The National Period).

Representative Americans Mr. Bergeron
A biographical approach to the history of the period (1789-1865) with emphasis on significant and representative personalities and their contributions to American development. Prerequisite HI 161 (History of the U.S. to 1865) approx. then biographies will be assigned.

Comparative Modern Government Miss Denning
A study of the Nature, functions, and modern development of the political systems of the United Kingdom, the Union of Soviet Socialist Republics, France and Japan with emphasis upon the civic culture and the actual workings of the systems. A behavioral functional approach as opposed to a more traditional, purely institutional and ideological approach will be used. A working knowledge of the American political system is recommended as a prerequisite. Annotated Bibliography required.

Afro-American History Mr. Bakken
The experience of the black man in America from colonial times to the present including such topics as the African background, slavery, twentieth century protest, Afro-American literature and the problems of the cities.

Russia since 1689 Mr. Nowak
An examination of Imperial Russia and the development of the Soviet Union.

Municipal Government Mr. Fitzgerald
An intensive survey of the structure, functioning and administration of urban governments; legal aspects; relationship to other units of government; metropolitan areas and their problems.

Byzantine Civilization Mr. Bentas
Historical survey of the significant political, social, and cultural changes in the Eastern Greco-Roman Empire, from the founding of Constantinople in 330 A.D. to its conquest in 1453 A.D.

Civil Liberties in the United States C. F. Carroll
This course deals with the Supreme Court's interpretation of the Bill of Rights. Some of the specific subjects covered in this course: police and crooks, the Civil Rights Movement, courtroom procedures, demonstrations, free speech and press, pornography and the law, and self-incrimination. In general, the "case method" will be used. Students will read and interpret Supreme Court decisions and determine how the various justices apply the Bill of Rights to specific and complex problems.

The library now has a full set of Supreme Court Reports and receives current decisions on a monthly basis. There are no prerequisites for this course, but students should note that some persons have more of an aptitude for this type of study than others. Students who are unfamiliar with Supreme Court decisions should look through the case book, Cushman and Cushman, *Cases in Constitutional Law*, located on my reserve shelf in the library. The cases on pp. 587-623 and pp. 768-799 are typical of those that will be covered in this course. Since students will be required to discuss similar cases in class, they will find it necessary to keep up with the reading on a weekly basis.

Math Electives

General Math Mr. Malone
A one semester terminal course especially designed for nursing students. A problem approach is used with selected mathematical problems of general interest to nursing students.

Math Analysis II Mr. Andrusaitis
Continuation of Math Analysis I, which is a prerequisite, with emphasis on topics in probability and statistics.

Statistics I Mr. Gendler
Combination analysis with application to computation or probabilities, combinations of events. Repeated trials, discrete random variables. Law of large numbers.

Modern Math III Mr. Copley
Selected topics in modern mathematics. Prerequisite. Math 103 (Modern Math II).

Calculus II Mr. Nieuwejaar
Continuation of Calculus I which is a prerequisite.

Calculus I Mr. Gendler
Analytic geometry and calculus for functions of more than one variable.



MERRY CHRISTMAS
and
HAPPY NEW YEAR

To The Entire Faculty
and Student Body

—The Junior Class—



†††† NOEL ††††

— Young Democrats —

Z-O-O-O-O-M

SKI CLUB

Wishes All A White And

MERRY CHRISTMAS

News Brief

LEXINGTON, Ky. (CPS) — One of the world's leading authorities on hallucinogenic drugs, Dr. Harris Isbell, said last week that evidence indicating use of LSD causes chromosome damage was "unconvincing."

Dr. Isbell, the first American scientist to experimentally administer LSD when he gave it to opiate addicts in 1948, said LSD chromosome damage evidence was derived from experiments in which tissue cultures were incubated with LSD.

"The same thing will happen if tissue culture are incubated with aspirin," he said. "Any chemical substance incubated with tissue will cause some changes in chromosomes."

Speaking at the University of Kentucky Medical School in a rare public appearance (he grants no interviews because he claims he was once misquoted by the New York Times), Dr. Isbell noted that the Food and Drug Administration might not appreciate his saying that the evidence was unconvincing, because the FDA had noted a marked decrease in LSD use after announcements that LSD damaged chromosomes.

The UK professor of medicine and pharmacology also said that when he first began experimenting with LSD in the late 1940's, he "never dreamed" LSD would present a drug abuse problem. He said he did not think it would ever be readily obtainable.

"I didn't know a (Tim) Leary would come along," he said in claiming that Leary, formerly a professor at Harvard, introduced acid to the intellectual community. Production of LSD began after that introduction, he said.

WALTHAM, Mass. (CPS) — Students at Brandeis University here have given sanctuary to an AWOL soldier to protest the

"We act together because we are as implicated as he is in the extension of American power," leaders of the Brandeis Sanctuary Community said upon sheltering SP/4 John Rollings of Wilmington, N.C. "He is trained to forcefully extend that power; we are trained to justify it. There can be no question that we at the University are involved."

Rollins, AWOL from Fort Clayton in the Canal Zone, said he "stands united" with the Brandeis students so that "together we may seek an alternative to a situation that causes our separate problems."

PITTSBURGH (CPS) — Students and faculty at Duquesne University last week voted 1,113 to 192 in favor of keeping chemical Mace on the campus. They favored by a vote of 986-206 the carrying of Mace by campus police inside the school buildings.

The campus referendum followed a recent six-hour sit-in demanding a vote on the issue.

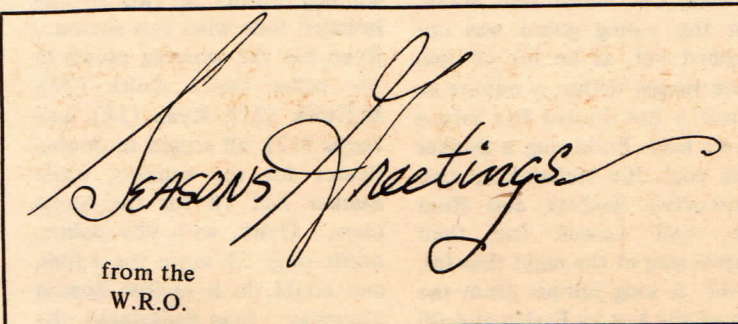
Of 43 security officers at the University, 18 carry the chemical spray, which has the effect of temporarily immobilizing its victim.

"C.I.A."



Hopes Your Wishes
Are Fulfilled

MERRY CHRISTMAS!



from the
W.R.O.

The Juniors rolled closer to the Intramural Trophy as they captured the Volleyball Championship from the favored Kappa Delta Phi sextet last week in a best of five series. The Juniors won the opening match, dropped the second, won the third, and the frat came back to win the fourth match to force the series into the final game. The Kappa crowd opened up a decisive 14-9 edge in the final, only to have the never-say-die Juniors come from behind on the fine serving of Paul Bailey to win, 16-14 and snatch the title from the hungry frat. Members of the victorious team were Bill Quirk, Rich O'Brien, Bob Boehm, Paul Bailey, Joe Sacoco, and Gary Murphy.

Now having added Volleyball to their previous conquests in football and cross country, the Juniors will be aiming for the basketball title, but their work will be cut out for them, as they are lacking in talent, because their best prospects are playing varsity basketball.

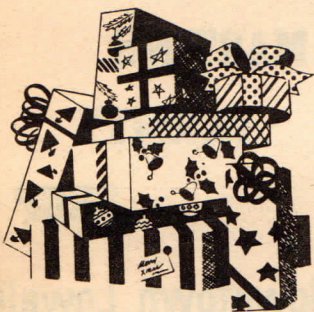
The Sophomore Class

Wishes

Each and Everyone

a

MERRY CHRISTMAS



Wanted: Male roommate to share apartment with Lowell State senior. Contact Brian O'Connell in the cafeteria or write to Brian c/o Advocate, Box 1, Lowell State College.

Male looking for apartment to share. Write to the Advocate, Box 2, Lowell State College.

FASHIONS TO

TICKLE YOUR FANCY AND BLOW YOUR cool

at

crackerjacks

LOWELL



SPORTS



Indians Pierce Lancers

The Lancers of Worcester State threw a good scare into the LSC basketball team Monday night, December 9th, but led by Bill Quirk's 27 points, the Indians prevailed again for their fourth straight win against no setbacks, and seventh in a row dating back to last season. The first half became a virtual nightmare for the visitors from LSC as a muscular quintet blocked several shots, and broke up many plays that threatened to deal Lowell State their first loss.

Jim McGuirk's free throw at 0:57 of the first half put Lowell in front 1-0, succeeded by a hoop by Capt. Bill Burns and another free throw by Bill Quirk. Dave Bunker put Worcester on the board with a hoop at 1:37, and the race was on. The two teams traded almost point for point, with Quirk doing the bulk of the LSC scoring, until a field goal by Worcester's Ken Largess tied the game at 15-15 with 10:35 to go in the half. Quirk bombed home a jumper to put Lowell back into the lead 17-15, but big Dan Moran tied it again with a bucket at 9:58. Ron Dunham went to the line and dropped in two charity tosses at 10:23, and Worcester led for the first time, 19-17.

Quirk came right back at 10:35 with another basket to knot the score, then Bunker hit the second of two free throws and Lowell trailed by one. Again it was Quirk as his jumper at 11:08 gave Lowell a one point lead, until Bunker again was successful on one of the two free throws to keep the score deadlocked. A three point play by Capt. Burns at 11:34 gave Lowell a "comfortable" lead, and the visitors remained in front safely until the sixteen minute mark. Four free throws within thirty seconds by Lancer sub John Novak cut a five point LSC margin to one, and a field goal by Bill Ivanowski powered WSC into the lead again. Once again the hot hand of Bill Quirk gave the lead back to Lowell 33-32, and another bucket by Bill Burns at 18:06 gave LSC a three point margin 35-32. From here until the buzzer it was all WSC though. Jack Farley's two conversions from the line cut the lead to one, and then a hoop by Ivanowski at 18:36 dropped the visitors behind. Two field goals before the half, one each by Dunham and Novak, and Lowell went into the dressing room trailing for the first time this year, 40-35.

Outmuscled throughout the latter portion of the first half, it was a different Lowell team on the floor for the second half. Freshman Dave Ryan hit a jumper from the corner at 0:19, and followed it up with another field goal forty-one seconds later to bring LSC within one, 40-39. But the young guard was not finished yet, as he hit on two more hoops within a minute to power a hot Indian five into a 43-40 lead. Following a Bunker field goal, Jim McGuirk hit two consecutive baskets, and Hunt one, and Lowell had their biggest lead of the night thus far, 49-42. A long jumper from the top of the key by Farley at 4:00 cut the lead to five, but a three point play by McGuirk at 4:14 kept the victors in front, 52-44. Farley and Quirk exchanged buckets, and then a field goal by Ryan at 5:13 and two charity tosses by McGuirk twenty-four seconds later increased the Lowell State bulge to twelve, 58-46. The home team made one last bid when Bunker connected for two points at 7:48 to cut the LSC margin to 60-55, only to have McGuirk convert a free toss, and Quirk account for another free throw and two hoops, and a 66-55 score to eliminate Worcester from the contest.

The Indians began to slow the game down at this point, and the desperate Lancers, still hunting their first victory of the season, began to foul the visitors in vain attempts to get the ball. Farley's hand grew hot as he continued to pump home long jumpers from the top of the key, but it was not enough, and the LSC Indians remained undefeated with a hard-fought 82-73 victory.

Court Comments: Worcester's defense under the boards late in the first half was terrific, as they blocked several shots by McGuirk and Boehm... the Indians were fired up at the beginning of the second half however, as they outrebounded the home team 11-1 in the opening moments... Ryan turned in his customary hot second half, netting fourteen points... Coach Georges went with his starters all the way in the second half, and only Bob Boehm and Callahan saw action in the first half in place of Ryan and Hunt... McGuirk had a poor night from the free throw line, making only seven of thirteen attempts, and missing his last five in succession... Hunt, after going 0-1 from the line in the opener against ECS, has hit twelve

charity tosses in succession.. LSC went into the game with a fantastic 75.7% from the line for the season, but could only score on 18 of thirty against Worcester for a cold 60%... incidentally, Hunt, who has not scored heavily this year, has tallied the winning points in two of the Indians' four wins this season... Ryan has the winning points in the other two... Quirk (27), McGuirk (21), Ryan (18), and Burns (12), all scored in double figures for the winners, while Bunker had 18 for the home team... Quirk, with 969 points, needs only 31 more for 1,000, and could do it against Boston Thursday... Stan Sadkowski, the scorer for the basketball team, wanted me to mention him, so here's my plug to Stan-If you're curve-ball broke as often as your pencils, we would have had a winning baseball team last year.

Lowell State 82,
Worcester State (H) 73
Monday, Dec. 9, 1968

Lowell	G	F	P
Quirk	11	5-6	27
Burns	4	4-6	12
McGuirk	7	7-13	21
Hunt	1	2-2	4
Ryan	9	0-3	18
Callahan	0	0-0	0
Boehm	0	0-0	0
	32	18-30	82

Worcester	G	F	P
Moran	3	3-4	9
Dunham	3	4-5	10
Farley	6	2-2	14
Largess	2	0-0	4
Bunker	8	2-5	18
Ivanowski	6	0-2	12
Novak	1	4-4	6
	29	15-22	73

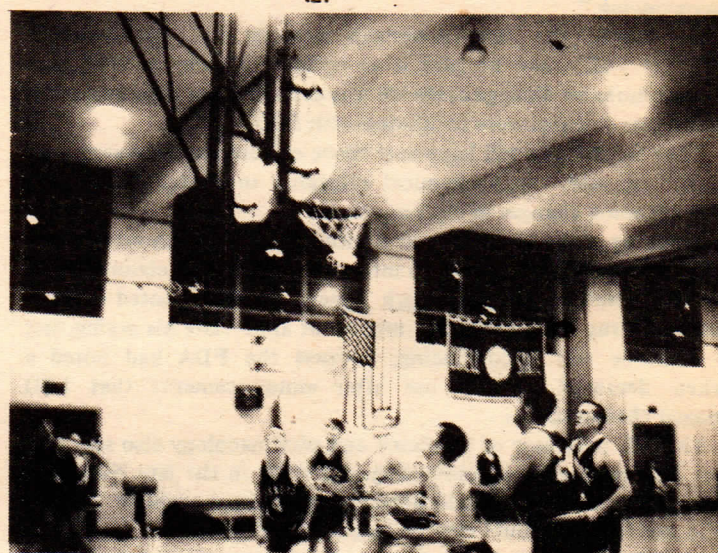
Lowell	35	47 - 82
Worcester	40	33 - 73

Boston State Scalps Indians

The LSC basketball team lost their first game of the season last Thursday night when Boston State rolled over the Indians by a 100-82 count at Boston. Lowell was never really in the game, as they trailed by nine points at half time, and were outscored 59-50 in the second half. The loss ended LSC's two season seven game victory streak.

Bill Quirk was gunning for his 1,000th career point during this game, but fell two points short despite netting 29 points. Also hitting in double figures for the losers was Freshman Dave Ryan with 18 points, Jim McGuirk 16, and Capt. Bill Burns with 10. Poehler led the winners with 28.

Possessing a fine 4-1 record, the Indians are still strong contenders for a playoff berth in their division if they continue to win, but they'll still have to produce against the conference powers if they expect to be



Bill Quirk hits 1,000th point against Lyndon

Lyndon Bows 100-71

Lowell State returned to its winning form Saturday night and took out a little revenge also against Lyndon State of Vermont, by a score of 100-71. It was the second time in six games that the Indians cracked the century mark, and center Jim McGuirk paved the way with 30 points, 20 of them in the first twelve minutes of the second half.

Two quick baskets by steady Howie Burgess of Lyndon put Lowell behind 4-0, but a free throw by McGuirk, and baskets by Kenny Martin, who started in place of bed-ridden Dave Ryan, and Gary Hunt put Lowell in front 5-4. Steve Lewis popped in two field goals to return the visitors to the lead, but Bill Quirk cut the margin to one point at 4:33 when he hit a fade away from the right corner for his 1,000th career point at LSC. The game was stopped and Quirk presented with the game ball to the standing ovation of the full house in attendance.

McGuirk tied the game at 11-11 with a bucket at 7:25, and then put the Indians ahead to stay with another hoop twenty seconds later. Consecutive baskets by Quirk, Martin, and McGuirk rocketed the home team into a 19-11 lead, and Lyndon was well on its way to its third defeat against one victory. The LSC offense, looking a bit ragged, managed to tally 36 points in the first half, but it looked as if points were going to be hard to come by.

If there was a Hong Kong Flu bug who had sneaked into the game, Lowell State left him in the locker room as they came out for the second half. The Indians opened up a 30 point spread, 65-35 at 7:35 with Capt. Bill Burns, Quirk, and McGuirk doing the bulk of the scoring, and at this point McGuirk found a hot hand. The 6'3" senior scored the first of six consecutive field goals at 8:18, and when Coach Frank Georges cooled him off by removing him from the game three minutes and twenty-five seconds later, Lowell State was in complete control, 80-45.

Most of the starters were also relieved at this point, and Coach Georges went to his depleted bench. When Bill Law hit two quick buckets to increase the score to 91-56, the loyal LSC fans began to chant for a hundred. Two free throws by Pat McLean at 19:10 made it 99-68, and Bob Boehm obliged

charity toss at 19:50 for the hundredth point and sweet revenge against the team that beat them 108-102 last season.

Court Comments: Lowell was missing four players, Dick Bergeron to an ankle injury, and Dave Ryan, John Callahan, and Joe Sacoco to illness... The win raised LSC's seasonal record to 5-1... Bill Burns now has 1072 points and Quirk 1013 for their careers... Capt. Burns also had his best offensive night of the season, hitting for 22 points... Gary Hunt had a streak of 18 consecutive free throw conversions snapped... but he's still 18-20 for an amazing 90%... Quirk follows him with 75.8% from the line... Quirk is averaging 27.2 points per game, McGuirk 21.8, Ryan 14.8, Burns 14.3, and Hunt 6.0... The team is averaging an even 90 points per game... in addition to McGuirk's 30 points, other double figure scorers for LSC were Burns (22), Quirk (15), and Law (12)... Howie Burger netted 29 points for the loser...

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